

East Worlington Primary School

Music Curriculum Statement, Knowledge and Skills Progression

Subject Vision *“There is music in every child. The teacher's job is to find it and nurture it.” - Frances Clark*

The vision for our Music curriculum is for it to be an engaging, enjoyable learning experience which inspires creativity and self-expression. We aim to foster a love of music in our pupils by exposing them to diverse musical experiences and igniting a passion for music. Listening and responding to different musical styles and finding their voices as singers, performers and composers enables our pupils to become confident, reflective musicians.

Statement of Intent:

The aims of our Music curriculum are to develop pupils who:

- Can sing and use their voices individually and in a group
- Create and compose music on their own and with others
- Use technology appropriately when composing
- Have opportunities to learn a musical instrument and perform alongside their peers
- Understand and explore how music is created, produced and communicated
- Listen to, review and evaluate the work of great composers and musicians from a range of historical periods, genres, styles and traditions
- Use and understand musical language and include musical features in their own work
- Make judgements about the quality of music

To do this we follow a skills-progression curriculum model with knowledge underpinning the application of skills. The 2002 Education Act requires schools to provide a ‘balanced and broadly based curriculum’ which promotes the spiritual, moral, cultural, mental and physical development of children at our schools and prepares them for the opportunities, responsibilities and experiences of later life. We intend to deliver **the 2014 National Curriculum in a purposeful, engaging and creative** way by providing a **broad** curriculum that ensures that there are enough subjects on the timetable and a **balanced** curriculum that ensures that each subject is given sufficient space on the timetable to deliver its distinct contribution. The school curriculum is broader than the National Curriculum and our intention is to give children a richer and deeper experience that is not limited by the National Curriculum.

Statement of Implementation:

Our music curriculum ensures students sing, listen, play, perform and evaluate. This is embedded in classroom activities as well as through weekly singing assemblies, various concerts and performances, the learning of instruments and through participation in musical ensembles including school bands and choirs. The elements of music are taught in classroom lessons so that children are able to confidently use technical vocabulary to appreciate and analyse music, and to understand how it is made and performed.

During their time in the school, pupils will be given at least one opportunity each year to learn to play an instrument from a range including traditional orchestral instruments and instruments from other cultures and traditions. This high-quality instrumental tuition will be delivered by a qualified specialist in music. In doing so, they will understand the different principles of creating notes, as well as how to devise and read their own musical scores and basic music notation. Children also learn how to compose, using instruments, voice, body percussion or technology and focussing on different dimensions of music. Non-specialist music teachers use Charanga to effectively deliver a comprehensive music curriculum to their classes.

The school recognises the important role that music plays in children’s development. As a result, we support key groups to enable them to have access to individual or very small group instrument lessons from our visiting peripatetic teachers by funding part of the lessons.

Statement of Impact:

Whilst in school, children have opportunities to forge their own musical journey, which allows them to discover areas of strength as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a child may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Children are able to enjoy music as listeners, creators and performers. They can discuss music and comprehend its parts. They can sing, feel a pulse, add rhythms and create melodies in a group and will further develop these skills in the future and continue to enjoy and embrace music in their lives.

This Curriculum Statement and Skills Progression should be read in conjunction with the school's Curriculum Vision and Pedagogy and the Project Plans for each class.

| Key Stage One | Key Stage Two |
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| <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Use their voices expressively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and un-tuned instruments musically.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> | <p><u>LKS2</u></p> <p>Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.</p> <p>Develop an understanding of the history of music</p> <p>Use their voices expressively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and un-tuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p><u>UKS2</u></p> <p>Same as above with following additions:</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> |